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the same), but the circulation per capita increased from an average of 2.61 in 1900 to 3.259 in 1910, or 25 per cent. The average expenditure for each book circulated in 1910 was 10.5 cents. In 1910 the small cities received an average income per capita of 22 per cent more than the larger cities, and had an average per capita circulation of 49 per cent more than the larger cities. As showing the very distinct connection between income and circulation, it may be noted that in the two groups of cities, the one which has the largest per capita income (Brookline) also has the largest per capita circulation, and the one which has the smallest per capita income has the second smallest per capita circulation.

Unfortunately, I could not obtain sufficient data to complete accurate comparative statistics of increases in appropriations for schools and libraries. It is I think approximately correct to say that in 1910 appropriations for schools averaged about 15 or 16 times those for libraries, but the percentage of increase since 1900 was greater for libraries. According to the Census Bureau, in the 148 largest cities of the United States, from 1902 to 1907, the per capita expenditures for the police departments increased 10 per cent; for fire departments 21 per cent; for schools 23 per cent; for libraries and museums 37 per cent. From these figures it seems evident that the per capita expenditures for libraries have increased more rapidly than those for any other department of municipal activity.

In conclusion, may I venture the opinion based on the comparative statistics studied, that the only way in which a library may be *sure* of continuously progressive support in proportion to growth of population and increase of library needs, is to secure either by state law or city charter a certain minimum millage of the annual tax levy, such minimum to be adequate for at least the essential needs of an efficient library, and to be determined in the first place by the amount needed to reach the present population, and by the necessary modifications of property val-

ues, character of population, plan and number of library buildings, etc. Such a millage carefully determined will increase the library revenues each year, as the wealth of the community and its consequent ability to spend increases. At present the average rate which will produce our library incomes is approximately .3 of one mill on the dollar, reckoning on the basis of 100 per cent valuation. It is safe to say that this average rate is too small, for the inadequately supported libraries are in the majority.

The CHAIRMAN: (Mr. Carr here again takes the chair.) I think we owe a great deal to Mr. Hopper for the presentation of this most interesting paper. Few except those who have done this kind of work realize the amount of labor he must have put into that paper. I have no doubt it will be a great help to us in the future, and further suggestions in that line will amplify the results to be derived therefrom.

We have with us to-day Professor ARTHUR H. CHAMBERLAIN of the University of California, who comes to us as the accredited representative of the National Education Association. I now have great pleasure in introducing Prof Chamberlain.

INCREASING THE EFFICIENCY OF THE LIBRARY AS AN EDUCATIONAL FACTOR

On the fourth day of July and one year short of three quarters of a century ago the first real apostle of popular education in this country wrote in his journal: "The people who speak to me on the subject of my Secretaryship seem to think that there is more dignity or honor or something in being President of the Senate, than to be Missionary of Popular Education. If the Lord will prosper me for ten years, I will show them what way the balance of honor lies. But this is not a matter to be done sleeping."¹ And on October twentieth, seventy one years later, four months before his death, a great soul said: "How do

¹Horace Mann's Journal. See Hubbell, Horace Mann. p. 81.

I know that life is worth living unless I learn that somebody else has found it so? Where shall I find that? In a book! How shall I know that victories are to be won unless I find the records in books? Men and women who have been successful in life are telling us of this on the printed pages. This is uplifting. A book is nothing but an individual. If you sit down with one of Howell's books you sit down with Howell. If you have a public library you have the best men and women of the world as neighbors."²

Horace Mann was prospered for his ten years. His work as secretary of the Board of education of Massachusetts laid the foundation of the most far-reaching reforms in school administration that our country experienced to the sunset of the last century. And James H. Canfield as teacher, librarian, and man, performed a work in stimulating the individual and community mind for good books, that rises to-day his monument. East and west and from the Gulf to Canada, there are men and women, of whom those before me are worthy representatives, whose duty and delight it is to bear witness to Mann's message of a rich and purposeful popular education. Daily these "Prophets in Israel," your fellow workers and you, sit down with boys and girls as did Canfield. And as the artist traces with his brush upon the canvas the landscape that speaks to you from those yesterdays which were once to-morrows, or as the musician strikes the chord that sets vibrating the strings of memory; so do you spread before your boys and girls the lives and deeds of those who have been successful and of service—lives and deeds reflected in the pages of the book.

Not mine the interesting task to trace the development of the school and library as factors in the life of the community. Our topic is the more circumscribed, if fully as intense and more important one, of how to increase the value of the library as a means of education. That the library is or should be one of the most vital of educational factors, you of all people need

not be told, for it is you who have made it such. You agree with Draper that, "The state which can put a mark upon its map wherever there is a town or village library, and find its map well covered, will take care of itself."³ With MacCunn do you also agree that, "Many an end really within the individual's reach is never grasped simply because it is concealed by the screen of ignorance; and many a man in later years can, with bitter, unavailing regret, see clearly how his whole career might have been different if only this end or that had been brought within his ken by the written or the spoken word."⁴

The school and the library are parts of one and the same great organic institution. Whether housed in the school building or in a separate structure on the campus, or in a public building, managed by a special board and financed by the municipality, the library is part and parcel of the educational scheme. The books of the library are as much a part of the school machinery as are the various pieces of apparatus in the physical laboratory, the biological specimens, the collections used in the study of mineralogy, or the tools and materials in the craft shop or the school kitchen. To think of the library as apart from education and as simply a desirable aid to the school, is to place it in the amusement column. Already some libraries, and the major portion of most, I fear, judged by the books on their shelves, belong with the theatre and the summer resort. A collection of books meeting this requirement *merely* is not a library. Of course we must have a care for relative values and your speaker fully realizes the legitimate place the library plays as a means of entertainment and recreation.⁵ "After the church and the school, the free public library is the most effective influence for good in America," said Theodore Roosevelt. This is stating in another form that the church, the school and the library are three of the elements, without which any educational organization is less than perfect.

³ American Education, p. 46.

⁴ The Making of Character, p. 193.

² Canfield, The Library's Part in Education, Public Libraries, 14: 120, 1909.

⁵ Jewett, The public library and the public school, Public Libraries, 14:119, 1909.

Your speaker had occasion to say recently that with building and equipment and playground and library facilities and all that goes to constitute the material and physical side of a modern school, the plant would prove inadequate to meet the demands imposed, unless the teacher of purpose and of power was the guiding genius of the whole. Personality in the teacher counts for more than all else on the success side of the balance sheet. So is it with your librarian. Before building or equipment or books, the librarian stands supreme. The librarian is the center of the system and all else depends upon her.

The first element necessary in making more efficient the library you represent is a more efficient *you*. For what constitutes a library? A beautiful building constructed by private funds or public bond issue and raised amid charming surroundings of lawn and lake and grove? Furniture and equipment of the most modern type? A large *collection* of books? Too often this is indeed the library. It is a show place. It constitutes "Exhibit A" when visitors are taken proudly about town on a tour of inspection. But what of the librarian? Do her townspeople, her friends and associates, realize the part she is daily called upon to play in shaping the ideas and ideals of the community? A man or woman of personality, of tact, and one trained in library lore and possessing a knowledge of books, of teaching, and particularly of individuals—such will be the librarian in fact. And a humble structure housing a handful of well selected volumes may be the library of real educational value in any community.

"There is, undoubtedly, a certain benefit to the growth of the civic spirit in a small town, in the presence of a beautiful, dignified library building, and where it can be maintained without detriment to the real service of books, it is the fulfillment of a commendable ambition to have such a building. But, oftentimes the library service would be stronger in rented quarters, appropriately and adequately equipped, with a sufficient collection of books, a sympathetic, up-to-date librarian in charge

to make known the contents of the library to the community."⁶ By all means have the beautiful building where possible. But ambition to possess "the best library building in the state"; to be able to furnish on the initial request, the novel fresh from the press; or to show in the annual report an unparalleled percentage of increase in stock—these are not necessarily commendable ambitions either on the part of librarian or board. The vital questions are: Has the individual been reading, what does he read, and how? Is taste developing? Is there an increased demand for the best in history and biography and science and poetry and travel and art? Are books read, or do patrons go through the library as the average tourist visits an art gallery or "sees Europe?"

How often has there come home to me the distinction as between a real library, and a collection of books, when in one or another city throughout the country I have been shown the library—a beautiful, cold, unsympathetic monument in stone and steel, its exterior without a blemish, its rooms palatial, its shelves spotless, and ninety per cent of the books light fiction, novels of the passing moment, originally printed serially in the magazines. Or interest has been centered upon volumes of such specialized character that the dust of months is upon them or the leaves uncut. *Fiction* in this instance is *fact*. Here the main business of the librarian is indeed to be up-to-date with the latest fiction, and to see that the building is kept immaculate and the rooms absolutely quiet. Seeing this I have said: "What a waste of the people's money!"

Other kinds of libraries there are and other types of librarians. This brings me to the second point in the discussion. All librarians must be teachers in spirit and temperament, and all teachers must understand how to work with books. Some one has truly said in speaking of the untrained that "you should not put drugs of which you know nothing into a body of which you know less." The individual who under-

⁶Buildings are not libraries. Editorial. Public libraries, 14:56, 1909.

stands books slightly and boys and girls not at all can not be expected to make either a good librarian or an excellent teacher. It is then not only necessary to train librarians for their profession, but all normal and training schools must offer courses of instruction in the use of the library to prospective teachers. This suggestion has in it no element of originality. You remind me that already many schools are attempting this work. And in any event, you say this is a matter for the school people and not for the librarians. It must, I submit, in point of fact, be worked out jointly by librarian and teacher, the training and experience of the librarian being a positive force.

The replies to a recent inquiry as to library instruction in normal schools show that of thirty-two schools replying (and representing eighteen different states), twenty schools offer instruction in the use of the library. Four schools offer no instruction whatever; one replies "yes and no"; in one school occasional instruction is given; in one instruction is incidental; in two there is individual instruction, and in three courses are in contemplation. The number of lessons per year range from one, two or four in several schools to sixty in one school. Between these limits one school offers ten to eighteen lessons, three give eighteen to twenty, one school thirty. In only twelve schools is the work obligatory and in all but three of these the instruction is given by the librarian. Where library work is optional, either the librarian or a faculty member gives the instruction.⁷

While extremely suggestive as indicating the trend of affairs, it is quite evident that as yet few school boards, superintendents, principals, teachers or librarians have seriously considered the necessity of preparing all our teachers in the elements of library work. Such work in normal schools and education departments in colleges must be obligatory, for regardless of grade or type of school, and in whatever subject, the teacher must handle books. And no student should graduate from such a school

until he or she is proficient in the elements of library administration. This knowledge is of greater importance than much else the student is required to know. If programs are now over full, room must be made through the process of elimination; for library work is not a subject as in mathematics or Latin. "It is a method of work." Without it no work can be effective. We have thus to consider what should be taught to teachers in training. Since this depends upon what pupils should be required to know that they may use the library understandingly, we must here speak of library administration from the standpoint of the school.

One has but to study conditions as they exist, whether in the public or the school library, to note that adults, not to speak of boys and girls, are practically at sea when making investigations. In a general way the location of certain books may be known. How to find books on a particular subject new to one; how to locate material bearing upon the text in use; how to find parallel studies, or substitutes, provided the required book be missing; how to separate the wheat from the chaff, and gather up the main points in a discussion; how to study to the best advantage—in fact how to *use* the library; on these matters the average boy or girl, man or woman is comparatively ignorant. Many well-meaning students spend more time in groping through the library in a fruitless search than they give to reading, and many a one remains away from the library altogether when now and again he finds a few moments for study, knowing that only a prolonged period will reveal the desired material.

And with the book in hand how few know how to use it. Surely you have all had occasion to wish that the school taught pupils in the art of study. I sat recently in the library of a great university observing a number of young people, the product of our high schools, as they pursued their studies. In the make-up of most of them the art of concentration seemed entirely lacking. Pages were turned listlessly. Notes were made, passages were read and re-read, positions were shifted. Only for

⁷Library Instruction in Normal Schools. Results of replies to a circular sent out from Newark, N. J. public library. Public Libraries, 14:147. 1909.

the briefest periods were minds centered upon the subject in hand. Five minutes of concentrated, consecutive, understanding study will bring better results than will prolonged reaches of time given under such conditions. And these college people, well meaning and ordinarily bright and intelligent are typical of those found the country over. Conditions with high school and grade pupils are even worse. Not interested, you say. They simply do not know how to use books. Is it then the duty of the teacher and the librarian to first instruct readers in this art, or is the time to be given to the mechanics of school keeping and to library routine? Welcome the time when with Elizabeth Barrett Browning

"We gloriously forget ourselves and plunge
Soul forward, headlong, into a book profound,

Impassioned for its beauty and salt of
truth—

'Tis then we get the right good from a
book."⁸

Every well regulated school of several teachers should have a carefully selected list of books and a librarian to preside over them. This librarian should be a member of the faculty. Every public librarian should possess the instincts of the true teacher. Much of the pupil's time during the first days of school (and here I speak particularly of the last two years of the elementary and the secondary school period) should be spent in the library, or in the recitation room with portions of the library brought to him. Where the school is without a librarian, the public library should furnish a demonstrator. And in any event, all pupils should report to the public library for instruction. They should be taught in groups. The first lesson should acquaint the students in a general way with their library home. They should know each member of the library staff, should visit every room and be told something of the units composing the entire plant. They should know how a book is ordered, how shipped, what happens when it reaches the receiving room, how it is classified, cataloged and shelved. In the

⁸ Aurora Leigh.

beginning, specific books need not be mentioned, but those covering the general subjects in which the particular class is most interested may be located. Subjects overlap and a given book may touch upon a variety of subjects while another may deal distinctly with a narrow phase of a given subject. This the pupils should understand, and thus they may more readily appreciate the basis of classification of books. The main features of the use of the card catalog may be illustrated, together with the value of the subject, author and title index and how to use the cross references. All of this, in simplified fashion, can be given to a class in one or two lessons. And together with the instruction on the use of the library there can be given, here and there, hints on authorship, the value of good books, methods of opening and handling new volumes, the place of good literature and of books as friends. All this will stimulate the class to a better care of books and an increased desire to begin a collection that shall develop into a library.

As opportunity offers, specific details should be presented. Many high school pupils and most children believe their text books contain practically all the information available on a given topic. Indeed, you librarians have still a task in convincing many otherwise excellent teachers that they need go outside the prescribed text book for teaching material. When failing to find a particular reference the boy or girl does not know how to locate other references just as good perhaps; may not even know there are other references in existence. Or, having a subject to investigate, the student may have forgotten the name of the author cited to him. He may know the author and cannot recall the subject or the title. A few minutes spent with a class, working on a typical case, will result in the saving of hours to each pupil during the year. Nothing will tend to draw young people to the library for serious work as will a knowledge on their part of how to use the tools.

Schools and libraries receive my first attention on visiting a city. Continually have I been disappointed on entering a library

for the first time, either on a search for a particular item, or to study the library organization. Being familiar with the number of the book wanted I may be told it is not in unless upon the shelf where it properly belongs. The library being new to me and my time limited, I may not be able to locate the shelf. Or, putting myself in the position of one who knows nothing of library system, I cannot locate my book even though I have time. In matters of this kind it is the *survival* of the *insistent*. The timid go away mentally starved.

The librarian must show the student how failure to find a given book in its accustomed place is no guarantee it is missing from the library. The book I ask for may simply be misplaced, but the pupil may not realize this; or he may be unable to trace a book so misplaced. A book may have been returned to the library and be lying upon the receiving trucks, or it may be reserved. It may be in the bindery. Just because these matters are not understood, and because of young and old, students and teachers, few know how to trace a subject unless they are in possession of all the data, or how to secure a substitute for a book that is unavailable, they go without. Human nature is much the same in all of us, and what we speak of as "our ignorance" we do not wish to exhibit. We therefore prowl about here and there. We thumb this book and that, make a pretence at interest, and finally take ourselves from the library altogether, thenceforward to rest content with the dictionary and encyclopedia, which by the way, we think we know how to use but probably do not. "The fact that many of those who frequent public libraries are inexperienced, and the still more obvious fact that a vast number of people who do not frequent public libraries, stay outside because they do not know what books to ask for, if they enter, leave a responsibility with the libraries and committees which they cannot escape."⁹

Not only should the public librarian offer instruction to the students who come from the schools, but many librarians will, if

called upon, be ready to visit the schools, and there, in the absence of a trained school librarian, give instruction to the classes. Class room demonstrations on the care of books, opening and handling, keeping them unsoiled and sanitary, on the meaning of title, introduction, copyright and dedications, how to use the table of contents or index—these topics can be made of interest and value to the pupils. The making of outlines, abstracts, or briefs, and the working up of a bibliography are of prime importance and should be required of all high school students. The librarian should seek an early opportunity to address the school in assembly. Here can be brought out the necessity for an organic unity between library and school. The pupils and public may be made to understand that to locate and hand out books is the least important part of the librarian's business. The great question is: "What will the library do if the people will permit it to do it?"

As books of reference, our most common, the dictionary and the encyclopaedia are, as previously hinted, very little understood by the average reader. Practically the only use to which the dictionary is put is to give the proper spelling of a word, syllabification, and in all too few cases where the art is understood, of pronunciation. The length of time required for most high school pupils to search out a given word is appalling. They know little or nothing of how to ascertain the various tones or shades of a word; how to get at the meaning through illustration in the context; to weigh the various forms of usage; to search for synonyms or derivations. For the one who knows how to use it to the best advantage, there is more real information in the commonplace dictionary than comes to the ordinary reader from an armful of volumes. It can be easily understood how the Bible, Pilgrim's Progress and the dictionary laid the foundation for a liberal education in the life of Abraham Lincoln.

The particular field and function of the reference books should be pointed out, and here the librarians will again find their first work with the teachers themselves. For

⁹Hill. Responsibility for the public taste. Library. New Series 7. p. 260. 1906.

just as few teachers know how to use the Cumulative index, the Readers' guide to periodical literature, or have the courage to work over public documents or state papers, so there is lost to them much of the wealth contained in manuals, yearbooks, almanacs, hand-books of dates, facts and quotations, The Readers' Hand-books, Adams' Manual of historical literature, and the many general and special bibliographies. Could librarians instruct the rank and file of the teaching profession in the technique of real reference work a new world would be opened to many a teacher. She could accomplish more in less time, and perhaps feel that she could afford to satisfy her desire for general reading for culture.

You will not presume me so narrow as to hold the librarians entirely responsible for shortcomings in our schools, and for all essential instruction in library and book use. But before the teachers can instruct the pupils the teachers must themselves be taught. Before class work opens in the fall the librarian should meet and instruct the teachers. In the elementary school this may be done by grades. In the high school the teachers of a given subject may form a group for instruction, or all may assemble in a body. It is absolutely necessary that teachers be proficient, for from no one can instruction so well come as from the class teachers. Like morals, the use of books and the significance of good literature can best be taught incidentally to the immature mind. While the set lessons of librarians must be in a sense abstract and formal, instruction in class comes in such manner and at such time as to show direct application to the work in hand.¹⁰

The teachers should submit to the librarian a list of topics upon which the various classes will be asked to report during the first days of school. Together with each list the teacher should give the titles of books she desires the class to study. No book or reference should be thus suggested with which the teacher is not perfectly familiar. If she desires the librarian to add to this list she should make this known. The reference list should then be posted in

the library. Both teacher and librarian must keep in touch with the progress of pupils, and encourage them to add to the lists any desirable references found. This will assist the pupils in working out their bibliographies later in the term.

With this proper understanding between teacher and librarian, the former will not shoulder her responsibilities upon the latter. Nor will the librarian fail to meet the emergency call of the student. If the teacher does not inform herself on what the library has to offer, but simply admonishes the student to "go and ask the librarian," both teacher and librarian lose cast with the student. The teacher is held to be ignorant and the librarian a servant. The process as between school and library must be one of integration. The teacher and librarian must work together. Whether in school or in library we must realize the force of Dr. Harris's remark: "It is our policy rather to develop ability than to give exhaustive information. The printed page is the mighty Alladin's lamp which gives to the meanest citizen the power to lay a spell on time and space."

The teachers and the public librarian must strike hands in the matter of selecting books to be ordered. The librarian should be given extended powers in all matters of administration and then held for results. The board is an advisory body and must have the final word as to funds, but if the judgment of the librarian is not to be taken in the matter of selection of books, having first advised with the teachers, he had best seek a new field. The teachers should keep in touch with trade-list journals, catalogs, publishers' bulletins and review columns. Teachers themselves should keep a bibliography on each subject taught and add to it from time to time. They should work in the library side by side with their students, thus giving to the latter the same zest and enthusiasm as comes to them when their instructors take part in their games and sports. This will tend to relieve the library work of any element of drudgery that might attach to it in the pupil's eyes, did they think it was only for those who had to *recite*.

¹⁰ Mendenhall. Library Instruction in Normal Schools. Public libraries. 13. p. 39. 1908.

Librarians frequently remark: "We must order what our patrons demand. The people pay the bills. Our readers call for novels and light literature; they do not call for the other kind." This is in part answered by saying that one reason novel readers patronize the library and other readers do not is because the first find their wants gratified, while the others may not be so fortunate. Students can be made of novel readers, just as a course of treatment will make strong healthy boys out of weak and dissipated ones. Many times a boy may be led to better reading by encouragement and by telling him he is capable of going deeper into his subject than are those about him. The books he is reading are interesting but you have something for him along the same line, only of a better order. Little by little a wrong tendency may be changed. The influence here of the teacher is of the utmost value. To preach a taste for good books and then be found reading trash, robs the teacher's opinion of weight and her advice of force.

Many a library is rich along one line of school work and almost barren of books touching other phases. This will probably be due to the bias of the librarian, or more likely to the fact that some particular teacher requires considerable library work of his students, and little by little, books have been purchased for his department. Naturally, the English and history departments in their various phases make the greatest draft upon the library. But care must be exercised lest the library become top-heavy. All subjects have a strong humanizing side and those who study science or mathematics or industrial or technical education must be made to feel that the library is for them as well. Too frequently we endeavor to force the boy who is mechanically inclined to read poetry or English history and try to turn the attention of his more bookish brother toward natural science and the industries. In this way, we say, we shall make well-rounded students. Librarian and teacher must beware lest the boy, halted in his purpose, stop reading entirely and forsake the library. By suggestion and careful direction the boy may be led where he can never be forced.

That the school and library may integrate still further it has been found advantageous in some localities to organize libraries and schools under one and the same management, or, as elsewhere, to have a member of the board of education a member also of the library board. The librarian may in fact be a member of the school board. The same argument would apply to the desirability of this double representation for library and school, as to playgrounds and schools. The same care shown in planning a school building should be exercised in planning a library, and experts should be intrusted with this work. Lighting, heating, ventilation, location of stacks and shelves, arrangement of rooms, offices and desks—these are matters of the first importance. All of this suggests that from the financial side the advantages of the dual representation are obvious. No question would then arise as to the librarian giving necessary time to the school, and here could be located a branch library presided over by a librarian salaried by the school.

Care should be taken not to duplicate unnecessarily the magazines and periodicals found in the school library and those in the public library. In so far as possible the permanent pictures should also be different. Simple but artistic decoration and finishing should always be secured.

Tactful librarians may be of great service in advising with school authorities and principals as to the location of the school library room. If space is at a premium, as it usually is, the library will likely be found in a dark alcove, or in the basement, or on the third floor, or at one side of a dreary study room. Without exception, the library should occupy the best location in the building. It should preferably be removed from sound of playground or street, and be placed on the first or second floor. It should be sunny and commodious, and unless the school is unwieldy, the study periods should be spent here rather than in a study room. The books should be grouped as to subjects—ancient history, English literature, French, chemistry, geography and the like. The pupil should report for study in the library, and take up

his position in the alcove where the books of his subject are grouped. The librarian or an assistant may thus, without loss of time, know what each student is doing and can lend aid or suggestion. If the book or books needed in a given instance are not available the librarian should know this. The pupil, with proper adjustment between teacher and librarian, may not return to his class unprepared and with the excuse that his book was "not in." The small room library with its selected list to meet the needs of the class from week to week, is essential to good work. However, too great a draft must not be made upon the public library. The subject will determine whether one copy of each of several books or several copies of one should be placed in the class room. It sometimes happens that teachers themselves, thoughtlessly or otherwise, have levied on all the reference books in a given subject and then refuse to accept the explanation from the pupils, that nothing can be found.

And "Let the student be sent to the library early and often; there is no more welcome visitor, but let him be sent upon an errand of dignity. Let the subject be one which will broaden his outlook, increase his store of valuable knowledge and increase his pleasure in the use of good books. Do not, I beg of you, even if he be sent, let him work so long over an allusion in a classic which he is studying that he lose all appreciation of the literature and go away from the library with a distaste instead of a taste for 'the best that has been thought and said in the world.' A teacher fails somewhat if the pupils are not led to books. What use if a child be taught to read if he be not taught what to read and where to get it? The teacher should seek to create an appetite for books, the librarian to gratify the appetite created."¹¹

Some of the money used in the purchase of new books could more profitably be spent in issuing a series of bulletins, these in sufficiently large editions to provide students and others interested. Clear, simple,

but comprehensive abstracts of books and articles should from time to time appear. Every dollar put into cheap novels, which, when read are out of date and will never again be referred to, would better be devoted to securing additional library assistance and in publishing bulletins. Only in rare instances should a book of fiction or a volume of more pretentious foundation, by an untried author, find place on the library shelves in less than a year from its appearance. The major portion of cheap books would thus never be brought within the library. One authority advises against buying for school libraries, literature less than twenty to twenty five years old.¹² One of the evils of the day is found in the unwholesome novel, the cheap magazine, and the Sunday newspaper. The danger lies not so much in the story itself as in a warped habit of mind soon established in the reader. It is for the teacher and librarian to so analyze the mind of the boy as to properly direct his reading into normal channels.

The children's or juvenile room, if properly conducted, is of the greatest value. Because teachers have their own tasks to perform they can give little assistance here in person. Through counsel and advice they can do much. Story telling and reading to children should have a large place, and hence, to be of the greatest service a sufficient number of assistants or associates must be in attendance here. Our children's rooms in libraries must be modern in method. Stories and readings, given along the line of the school program and school activities, will greatly facilitate the regular teacher's work.

If then the curriculum be crowded and the school system so rigid that no place remains for the humanizing influence of good books, the teacher and the librarian must work the problem out between them. If the pupil's interest lies in statescraft and oratory give him Patrick Henry and Webster and Pitt and Lincoln; if he wishes verse, there is Stevenson and Lowell and Riley and Kipling; if applied science or in-

¹¹ Jewett. The public library and the school problem. Public libraries, 14:119. 1909.

¹² Public schools and their libraries. Library, New Series 7. p. 373. 1906.

vention, then Franklin and Fulton and Morse and Edison. For each one, young or old, the library may be "made to talk" if only the teacher and the librarian are wise and tactful. The day of the few books is past, and it is worse than useless to deplore the change from the few well known to the many scanned; but at least some good books revealing the life and times of the great epochs in all countries can be well assimilated. A few books should be well digested. But with our libraries overflowing with richness, with books and newspapers and magazines; with pictures and exhibits and lectures; with museums and concerts and recitals, and all given in the name of education, teachers and librarians have great opportunities and increased responsibilities. They must also pave the way that the pupil may gather the kernel from many books of many kinds, and from these manifold sources, all of which are more or less closely related to the library.

Modern methods of teaching lay more and more stress upon the use of the library as a working laboratory for all departments, a means of supplementing the regular text-book work in the class room by the use of books and illustrative materials so as to give the pupil a broader view of the subject and awaken an interest which may lead to further reading on his own account, to create a love of reading and develop a library habit which will lead him to the best use of the public library after school days are over as well as during his school life. "Through the coöperation of principal, teachers, and librarian, the library may be made the very center of the school work."¹³ And if either teacher or librarian is disposed to be impatient or pessimistic or narrow she has but to say with Rizal, "Las ideas no tienen patria"—Ideas have no Fatherland.

The CHAIRMAN: The discussion of municipal civil service as affecting libraries was postponed from the last general session to this. Is there any one who has anything to say on that subject? Mr. Jennings is

here and I presume he would like to explain his position a little more thoroughly.

Mr. JENNINGS: From the discussion which followed my paper on Saturday morning, it seems that I failed to make my meaning clear on one important point. The title of the paper was "Municipal civil service as related to libraries" and I thought it was understood that my criticisms were directed at external not at internal civil service. I am convinced that no outside commission should control in any way the library staff. I think we all agree on that.

Two excellent arguments or illustrations have come to my attention during the last two days and I beg to mention them here. The employees of the state Department of Education and the state library at Albany have been chosen for years by the New York state civil service commission. The Commissioner of Education, Dr. Andrew S. Draper, has, however, come at last to the conviction that this system does not secure the best grade of men and women for positions above the grade of clerks and he is seeking either a modification of the system or a complete change that will enable the department to get the best. He finds the need sometimes of persons who do not happen to reside in the state of New York and he desires a method of selection sufficiently elastic to permit the use of judgment on the part of the appointing officer.

The second illustration is the story of a town in the middle West, the name of which I am not at liberty to mention. The library board in this town decided that the library needed a change of librarians and presented their views as delicately as possible to the person who was then librarian. She declined to resign and appealed to the Civil Service Commission and to the mayor. Her appeal was sustained. Now, the library trustees in that town, as in all other towns, were appointed to control the library and manage its affairs. Their first and chief duty, I take it, was to select a competent librarian. Civil service took this power from them and the librarian still retains her position.

¹³ Hall. What the librarian may do for the high school. Library journal. 34:154. 1909.

The CHAIRMAN: We are very much obliged to Mr. Jennings for showing us a little further light. Is there anyone else in the room who wishes to speak on this subject? If not, the time has arrived when we ought to adjourn and I now declare this session closed.

Adjourned.

FOURTH GENERAL SESSION

(Shakespeare Club, Tuesday, May 23,
9:30 a. m.)

(Mr. A. E. Bostwick, presiding.)

The CHAIRMAN: When a serious problem comes up for consideration, it can be treated in different ways. Some people avoid it, others deny that there is any problem and others admit that there is a problem, but say that it is insoluble, and still others investigate it seriously and bring out at least something worth while. Those of you who listened to Mr. Chivers' paper at Bretton Woods know he has seriously investigated the question of book-binding. I now have the pleasure of introducing Mr. CEDRIC CHIVERS of Brooklyn.

MATERIALS AND METHODS IN BOOK-BINDING

(Supplementary to Bretton Woods
Exhibit.)

Speaking of the behavior of books in public libraries, as issued by the publishers, the report of the Binding Committee of the American library association says:

"Cloth-bound books must be withdrawn from circulation and sent to the bindery when they have been in the hands of less than twenty readers. Larger books of travel, history, etc., can seldom be used more than ten times before being rebound, and it is not uncommon to have them torn from their covers before being in the hands of five readers."

It is a matter of concern that we should recognize the seriousness of such a statement as this, and it is our business to remedy such a condition of things if we can.

We recently learned in investigating the qualities of paper of which modern books are composed, that they differ very greatly in so many ways and in such degree as is set forth in Fig. 1. These variations occur in ordinary books, having deleted all the books of extraordinary sizes and qualities, either of the poor or excellent varieties:

6½"x 4¾" will not be recognized as too small a book, and 10¼"x 8" will be recognized as not too large a book.

Books of less weight than ¾ lbs. and greater weight than 5¼ lbs. may be discovered in a library.

Thinner paper than 2.5M. and thicker than 13.25M. may be found.

Tensile strength so slight that the ordinary machines would not record it, and again paper so stout as greatly to exceed 20 lbs. to the inch, occur in every library of any considerable size.

There are also sections thinner and thicker than those recorded on the accompanying diagram.

It may, therefore, be taken that the variations of quality and condition here shown are such as have to be dealt with in the everyday handling of books in a lending library.

It has been shown that previous to 1890 papers in vital respects were more nearly alike and were stronger by more than 50 per cent than those used to-day. Indeed, the comparison is as 8 to 3. There has been little effort made, except in one or two directions, to deal with these alterations in the qualities of books as far as their binding is concerned. Librarians and bookbinders are fully aware of the far greater use to which books are subject in the public library over the use they would get in the case of the private purchaser. We see clearly that the binding which would hold in the one case is totally inadequate for the other.

The cord holding the smaller weight in Fig. II is seen to be too slight to hold the larger weight. Yet this illustrates the state of the case as between the private use of a book and the public use of a book, with the additional disadvantage that owing to the deterioration of paper the bind-